



CHAGFORD PRIMARY SCHOOL

NEWSLETTER

2nd October 2026

Dear Parents and Carers,

We are now in full swing at Chagford Primary, and I continue to be incredibly impressed by the hard work, positive attitudes and enthusiasm shown by our pupils each day. Over the past few weeks, we have placed a strong focus on embedding our Team Stop Signal across the school. Every class has been practising this important part of our behaviour system, helping to ensure that learning time is calm, purposeful and consistent. It has been wonderful to see how quickly pupils have responded and how effectively they are using this routine.

Alongside this, we have been focusing on presentation and the development of key foundational skills. Across the school, pupils are working hard to write neatly on the line, form their letters and numbers correctly, and remember to underline and date their work consistently. These may seem like small details, but they play an important role in supporting learning, building pride in work and helping pupils achieve their very best.

This week, we practised our fire drill procedure and I was extremely proud of how sensibly and calmly the pupils moved out of the building to our designated assembly point on the playground. The children listened carefully to instructions and demonstrated our school values throughout the drill.

As part of our ongoing commitment to safeguarding, we will be practising our lockdown procedure on Tuesday 6th October. I will discuss this with the children during assembly beforehand and ensure it is carried out in a calm, safe and reassuring manner. For this practice, we will use a child-friendly scenario involving a pony entering the school grounds, requiring everyone to remain safely in their classrooms while Mr Green deals with the situation. The purpose of the drill is to help pupils understand the procedures we would follow in an emergency and to ensure that everyone feels confident and prepared.

I am also delighted to share that we have recently established links with the Dry River Charity, which supports Ntilal Primary School in the remote, semi-arid Samburu region of Kenya. We are looking forward to learning more about life at the school and helping our pupils develop a greater understanding of the wider world. We are also hoping to support the charity's work to provide the school with a borehole, giving the community access to running water on site. You can find out more about the charity's work on the [Dry River Charity](#) website. We will share further details with families about how our school community can become involved.

Safeguarding remains our highest priority. Our safeguarding team consists of myself as Designated Safeguarding Lead (DSL), alongside Chloe Brooks-Warner and Beverley Pickett-Jones, who are our Deputy Designated Safeguarding Leads (DDSLs). Pupils know that they can speak to any member of the team if they have a worry or concern, and we encourage parents and carers to contact us if they have any safeguarding questions or concerns. Working together helps us ensure that all children are safe, happy and supported.

I am also pleased to report that our school attendance currently stands at 97.9%, which is above national expectations. This is a fantastic achievement and reflects the commitment of our families to ensuring children attend school regularly and on time. Good attendance is one of the most important factors in helping children succeed. If you are experiencing any difficulties with attendance or morning routines, please do not hesitate to speak with your child's teacher or contact me directly. We are always here to help and work alongside families to find solutions.

As always, thank you for your continued support. The partnership between home and school is incredibly important, and we are grateful for everything you do to support the children and the wider school community.

Kind regards

Mr Green

Christmas Fundraiser Coming Soon!

We know it's early, but the children have already been getting creative with some festive artwork! Mr Bevan-Smith is once again leading our Christmas fundraising project, with the children's designs being transformed into Christmas cards, mugs, gift tags and more.

Order forms will come home in the next few weeks with details on how to purchase. Every order helps raise funds for our school while celebrating your child's creativity.

Keep an eye out for more information!



**Save the Date -
PTFA Halloween Event Thursday 22nd October**

Forest School with Mr Frewin

We've had a fantastic time in forest school this week. Using our keen observation skills during bug hunts and carefully selecting complimentary autumn colours when making mandalas.

With the change in weather, we've also had to be resilient and persevere when lighting our fires- damp would certainly doesn't burn but when there's the opportunity to roast marshmallows, even the impossible can be possible.

We were also visited by beautiful amphibian and if you look carefully you can see our golden toad nestled in the ivy.







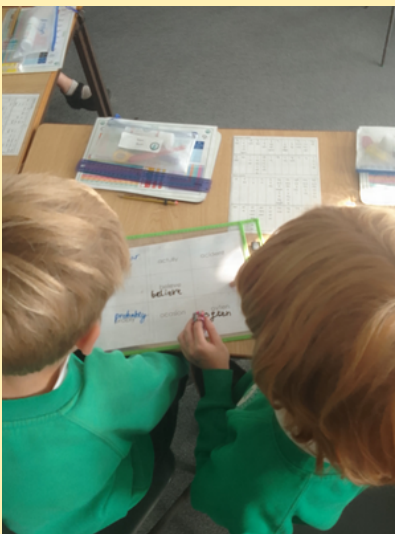
Birch Year 4/5

Another excellent two weeks in Birch Class! It's wonderful to see just how quickly the children have settled back into school life. They have embraced their learning with enthusiasm and a positive attitude, and I have been incredibly impressed by their commitment and effort across all areas of the curriculum. It was also a pleasure to meet so many of you during last week's parent consultations and to share what has been such a positive start to the year.

In Science, the children have been learning about the classification of living things. They have explored the characteristics of different animals and plants and have used classification keys to help group and identify organisms. To understand classification keys, we also used biscuits to explore how we can sort items based on their features. In Spelling, we have been focusing on those tricky words that do not always follow familiar spelling patterns. The children have particularly enjoyed practising these through a fun, game-based version of noughts and crosses, which has helped them identify and correct common spelling mistakes.

During our weekly double PE session, the children have been developing their basketball skills, focusing on passing and dribbling techniques. They have also been building their communication and teamwork skills through our Adventurous Outdoor Activities unit, where they have been using maps and following routes around the school grounds.

On Thursday, the class had the exciting opportunity to take part in an online poetry workshop with the one and only Michael Rosen. The session was engaging, inspiring and gave the children a wonderful insight into the world of poetry. It was a fantastic experience that the class thoroughly enjoyed and will lend itself to our future writing unit on kenning poems!



Oak Year 3/4



As the leaves begin to change, the weather starts to cool (marginally) and the sound of clacking conkers fill the air of the playground. We can begin to say the first weeks of school and the bedding in period for Oak class is coming to end.

We're so proud of how all the Oakies have begun the start of their studies and shown what fantastic little learners they all are.

In our English writing sessions we have finished our first text *The first drawing* by Mordicai Gerstein, and we are currently rewriting the narrative. We are making it our own by changing it from a 2nd person to a 1st person narrative and making sure we use expanded noun phrases to paint vivid images of animals that our chief protagonist sees in the flickering firelight upon their homely family cave wall. The children's grasp of descriptive language has been really impressive, as they delve into the central character's psyche that inspires him to create the first drawings of human history. Check out some of their writing in the examples shown.

In maths the children have been focusing on the different parts of 3-digit numbers- partitioning them into hundreds, tens and ones in a variety of ways. They have had great success in ordering 3-digit numbers onto number lines up to 1000 and used this knowledge to reason where they belong in relation to fixed halfway points.

More work still needs to be done in determining where halfway points are on blank number lines and using their estimates to place numbers that aren't multiples of 10 or 100. Plenty of counting through tens and hundred boundaries will help cement their knowledge and iron out some misconceptions.

In science the Oakies have had great fun identifying rocks and categorising them by their properties. They've successfully made the links as to why certain rocks are used for different purposes such as why soft chalk is best used for drawing and why impermeable slate is best used as a roof on a building.

We've also looked at how rocks are formed and learned what sedimentary, igneous and metamorphic rocks are. Do you know the difference between lava and magma? And which type of rock it is? These are just a couple of examples of the questions your little ones have been tackling.

We have also enjoyed exploring the British Isles in Geography and we have learnt about the different regions that make up the UK. We can locate where Devon is on a map, as well as Chagford. We have also started looking at political and physical maps and understanding how to identify where countries are as well as their physical features, such as mountains, rivers and lakes. We are looking forward to exploring more in our next few lessons.

We've also been busy in forest school. So far the Oakies have been learning how to collect the correct fuel for a fire, big hunting and identifying, making mandalas and everyone's favourite- roasting marshmallows.

It's been a great term so far, filled with enriching discussions and facts being accurately recalled. We can't wait to see all of this newfound knowledge built upon and further connections made between concepts.

KEY LEARNING OUTCOME

To retell a narrative

Our Blueprint Text

How well can I:

- Write in the first person
- Write in the past tense
- Use expanded noun phrases to describe animals
- Use fronted adverbials to express how, where or when the following action is taking place
- Use and punctuate dialogue correctly between family members
- Use exclamatory and interrogative sentences
- Use an apostrophe for possession or omission

Sentence opening/Fronted adverbials

When

- As the sun shone into the cave.
- When the sun was at its highest.
- After darkness fell.
- Before the sun broke the horizon.
- As the fire crackled and died.

Where

- Deep within the dark granite cave.
- Across the cool, wet, misty plains.
- Along the banks of a rushing river.
- Clinging to the high, wet, crag of rock.
- High on a rocky ridge.

How

- With silent deliberate steps.
- Trailing his breath.
- Lightly, silently, a hand shot.
- With great pride.
- Unnoticed by what I saw.
- Unnoticed.

Noun phrases

Adjectives

- scoured
- pointed
- hoary
- razor-sharp
- lumpy
- shaggy
- powerful
- hoary
- fierce
- snoring
- scorched

Nouns

- Tubs
- coot
- truck
- feet
- legs
- breath
- ears
- teeth
- leg
- stuck

Interesting verbs

- leapt
- stared
- watched
- flashed
- darted
- moaned
- draw
- swayed
- roared
- pounced
- screamed
- jumped

Punctuation

ABC

ABC

ABC

ABC

ABC

Read

Monday 22nd September

To retell a narrative

As the sun shone into my family's cave, I sat up in bed and yawned. I caught a glimpse of my dad he was: get dressed and I joined.

21/09/2021 Sifted with ^{leapt} I leapt out of my bed and slipped out of the door to the biggest stone pile to finish my latest spearshead.

once the sun was over head, I took a break and I lay down on the warm sand and looked up at the clouds and one of them looked like an ^{leapt} white galping horse. ^{leapt} And don't you see the galping horses? I don't see any thing.

30/09/2021 There's no best only a cloud's head home! My father grumbled.

Deep within the dark granite cave I curled up to my family's skin. ^{leapt} and the fire crackled across the wall. Out of nowhere a sabre-tooth tiger appeared on the wall.

Father don't you see the scary sabre-tooth tiger? I screamed.

What nonsense! I don't see any thing so ^{leapt} and I changed and danced because it's what the fire is doing not how it sounds.

Monday 28th September

To retell a narrative

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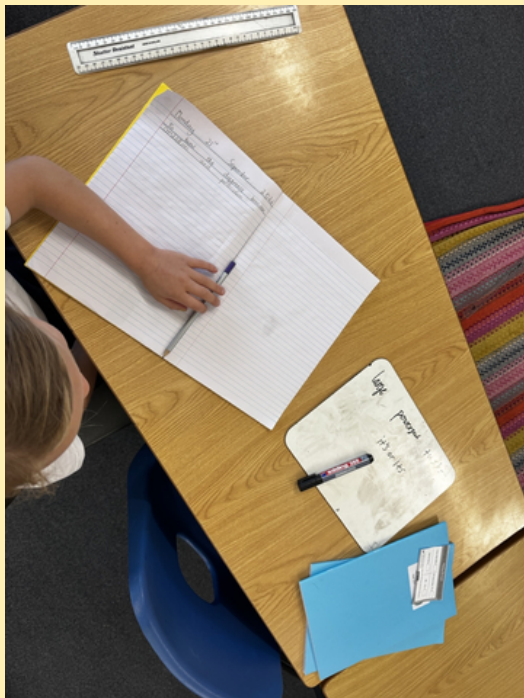
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Ash Reception/Year 1

This week in EYFS, we have been exploring what it means to belong. In our Religion and World Views lessons with Mr Payne, we have been learning about the many different groups we are part of. These include our families, our school community, our religions and even the clubs and activities we enjoy outside of school.

We talked about how belonging helps us feel valued, happy and special. The children have enjoyed drawing and colouring pictures of the groups they belong to, including ballet clubs, football teams, families and friendship groups.

It has been wonderful to see so many new friendships blossoming in Early Years already. We are incredibly proud of how kind and welcoming the children have been, and we look forward to watching these friendships continue to grow throughout the year.



Beech Year 1/2



Beech Class have enjoyed another wonderful couple of weeks settling into the rhythms of Year 1/2. In English, the class are ready to write their own adventures of Naughty Bus, currently our class book, whilst in Maths, understanding of Place Value has been our focus including getting the know the new mathematical symbols for less than and greater than.

In Computing, we are looking at computer systems, and all enjoyed the very enormous challenge of logging onto a Chromebook which is by no means a small feat of resilience and perseverance! In Religion and World Views the class have been thinking about what it means to belong to a faith community.

Beech Class took part in the National Poetry Day live lesson with Michael Rosen this week. They were thrilled to see him in a "Facetime" as we had shared two of his poems that morning. This is the class poem we wrote:

Wonder is:
Being on Dartmoor
On the moor
Wild horses
On the beach
At Nanny's
My pony
Learning about history
My puppy
How such tiny flowers can make such big air for us
Sucking on a sponge



And here is a poem composed during the lesson by Maddy in Year 1:

To be together makes the world feel better.
You can be together
To make a community
It's lovely to have a world
It's lovely to have green underneath
The world is happy as it can be.
It is sometimes loud
And sometimes quiet.
It's lovely to have our world.



Adventures at Preschool

What a wonderful two weeks we have had in pre-school! We have been busy exploring, talking, creating and learning all about our senses and how we use them every day. We have been exploring our five senses through lots of exciting activities and experiences. We have been: Using our sense of taste while enjoying our snacks and talking about the foods we like and don't like. Using our sense of smell when smelling our delicious, cooked lunch.

Using our hands to build towers and talking about our "Kind Hands" display. The children also used their hands to feel different natural objects in our tuff tray and described the different textures they could feel.

Using our ears during our daily listening games, stories and carpet-time activities. They were Looking carefully at themselves in the mirror while creating their own self-portraits. The children talked about their facial features and the different senses we use. We have also been developing our early maths skills,

While the children enjoyed tracing numbers in the sand using paintbrushes and finding and counting objects hidden in the sand. We have also been practising counting from 1-10, with some children using our fingers to help them count. We will continue to enjoy our daily listening games during carpet time, helping us to develop our listening and attention skills.

All About Me

This week we have been talking about our favourite things. The children have been sharing their favourite activities at pre-school, talking about their favourite snacks and foods, and discussing foods they like and don't like. They have also been sharing what their favourite colours and books are. The children have been creating their very own little "All About Me" booklets with support from an adult. It has been wonderful to hear the children confidently talking about themselves, their families and sharing their interests with their friends.

We are always incredibly proud of our children in pre-school. They have been articulate, enthusiastic and excited to learn, and it has been lovely to see them trying new activities, tasting new foods alongside their friends, sharing their ideas and developing their confidence.

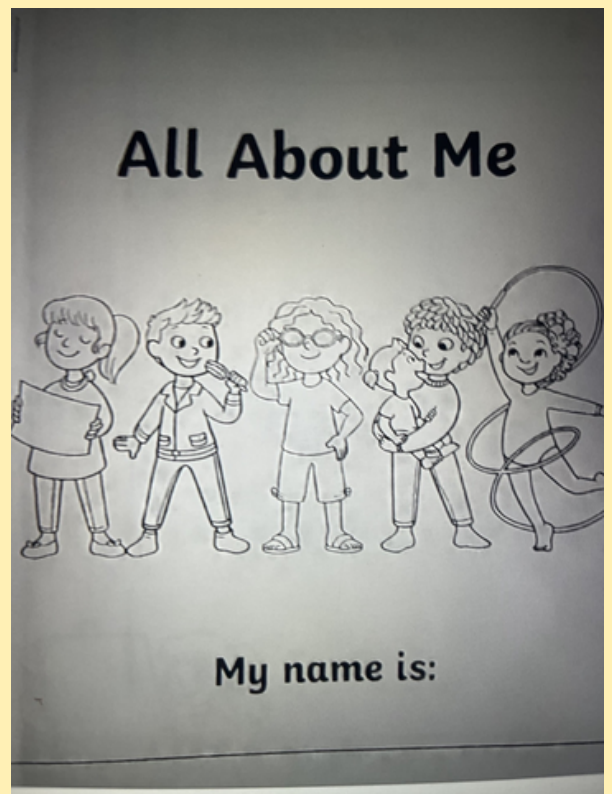
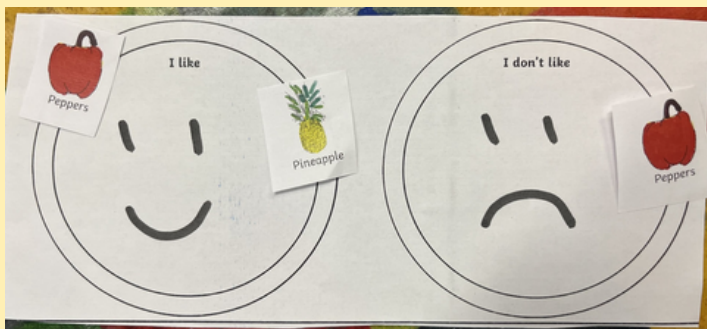
A huge well done to everyone for another fantastic couple of weeks!

Next week, we will be learning all about Harvest and beginning to explore the special people who make up our families.

We hope you all have a fabulous weekend filled with fun, laughter and special time with family and friends. 

Have a lovely weekend!

From all of us in Pre-School



ONLINE SAFETY FOR UNDER 5s

10 Top Tips for Parents and Carers

According to Ofcom's most recent research, a significant proportion of children are already online by the time they start school, with 17% of 5-year-olds owning their own mobile phone and 50% using messaging platforms. As becoming familiar with technology is generally encouraged in younger children – and has been essential for education during the pandemic – it is crucial that trusted adults recognise both the benefits and the risks of infants and toddlers using digital devices. We've compiled our top tips to help the under-5s start their online safety journey.

1 USE DEVICES TOGETHER

This lets you monitor and control what your child is using the device for, it also provides the interaction that supports children's understanding of what they're seeing – allowing them to ask you questions, and so on.

PARENT CODE:

6 BLOCK IN-APP PURCHASES

If your child uses a device that's linked to a payment method (such as a bank card), use the parental controls to block buys from app stores, as well as in-app purchases. That will prevent your child from accidentally spending money while on your device.

2 ACTIVATE PARENTAL CONTROLS

Most digital devices have built-in parental controls that can limit the type of content children have access to. If your little one uses any device (even borrowing yours), it's a good idea to explore what controls the device has and enable them whenever they have access to it.

7 CHOOSE SAFE APPS AND SITES

There are some fantastic apps and platforms that are specifically designed to be safer for children. Always check the PEGI age rating before downloading an app, and test it yourself before allowing your child to use it.

3 MANAGE SCREEN TIME

This can be tricky, especially if your child is interested in a certain video, app or game. Try to agree on some ground rules and get your child into a routine which includes certain times of the day when they go without devices.

8 INVOLVE THE FAMILY

If your toddler has older siblings, it's likely that their rules for device use will be different – and that they'll access content that isn't appropriate for younger ones (a particular worry if they share devices). Encourage the whole family to be good role models and help little ones stay safe online.

4 TALK ABOUT BEING SAFE ONLINE

Just like we teach children about being safe in the real world, we need to educate them about how to stay safe online. Use age-appropriate language to help them understand, and plenty of hand gestures can reinforce what you're telling them.

9 IF IN DOUBT, ASK

The easiest way to find out what your child is doing online is usually just to talk about it with them. Developing an open dialogue at an early age helps them grow up feeling able to talk to you about their digital life – providing opportunities to intervene if you're concerned.

5 SET A GOOD EXAMPLE

Children often learn by watching and copying those around them, and using digital devices is no exception. When you're around your child, try to follow the same rules that you've set for them. Let them see you balancing your time online with interacting with people in real life, too.

10 SUPPORT CREATIVE & ACTIVE PLAY

Physical and creative activities are important for a child's wellbeing, and there are plenty of ways to incorporate technology into that. For example, you could encourage games that require physical movement; dance and sing along to songs your child loves; and follow step-by-step crafting videos.

Meet Our Expert

Konstantina Moustaka is a professional development and EYFSP coordinator at an 'outstanding' nursery school in London. She has been working as a nursery and early years practitioner, both in the UK and internationally, for the past 16 years.



National
Online
Safety

#WakeUpWednesday

Sources: <https://www.ofcom.gov.uk/consult/condocs/children/children-media-use-and-attitudes-report-2022.pdf>



www.nationalonlinesafety.com



@natonlinesafety



/NationalOnlineSafety



@nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 11.05.2022

St Michael the Archangel Chagford

FAMILIES@4

1st Sunday of the month 4.00 pm

Prayers!

Songs!

**Arts &
Crafts!**

**Short
Reflection!**

Refreshments!



4.00 pm: September 6th, October 4th, November 1st

**Libraries
Unlimited**



**Green
Libraries
Week**

TOY REPAIR WORKSHOP WITH PROPER JOB

CHAGFORD LIBRARY

24TH OCTOBER

10.15 OR 11.30

LIBRARY MEMBERS £3, NON-MEMBERS £5

FOR AGES 8-11



AUTUMN LITTER PICK

CHAGFORD



Sunday 25th October 10.00AM - 1.00PM

HALLoWEEN FANcY DREss OPtIoNAL



Meet at Endecott House for the Health & Safety Briefing.
Equipment will be provided / All ages are welcome.
Refreshments will be available for all pickers



PLASTIC FREE
CHAGFORD
SURFERS AGAINST SEWAGE

PROPER JOB
RECLAIM • REUSE • RECYCLE



PAY WHAT
YOU FEEL



HALLOWEEN FAMILY CRAFTING & BAKING



TUESDAY 27TH OCTOBER 2PM - 4PM

JUBILEE HALL, CHAGFORD



THE SPOOKIEST THING ABOUT HALLOWEEN IS THE WASTE!

Come along and make some Halloween decorations from things that might otherwise be thrown away. A fun family crafting session, with home-baked Halloween treats too!

Experience Halloween without the waste!

Trick or treat at Chagford Library afterwards!



to book go to www.proper-job.org/events





**DRY RIVER
CHILDREN**
— CHARITY —



? QUIZ ?

AT FINGLE BRIDGE INN



9TH OCTOBER



**FROM 7PM, QUIZ TO START AT
7.30PM SHARP!**



**TO INCLUDE AN INTERVAL SUPPER OF
NJERI'S TRADITIONAL KENYAN
STEW AND CHAPATIS**



**THE EVENING WILL CONCLUDE
WITH A RAFFLE AND LIVE MUSIC**



£10/PERSON (+small booking fee
(direct to TicketLab))

**TEAMS OF
2 – 6 PEOPLE**



**ALL PROCEEDS TO DRY RIVER CHILDREN CHARITY
(117285)**



BOOK YOUR TEAMS ONLINE

<https://ticketlab.app/event/39659-DRY-RIVER-CHILDREN-QUIZ-tickets>





Pupil Absence Reporting

If your child is absent from school, please notify us before the start of the school day.

Email is the best way of doing this:

admin@chagfordprimary.org.uk

or you can call us on:

01647 432412

THANK YOU



School Lunch Bookings

Please remember to book your child's school lunch by 9:30am each day, or send them in with a packed lunch. Missing bookings make it tricky for our kitchen team to plan and prepare meals. Thank you for helping us keep things running smoothly!



COMMUNITY, CHALLENGE, CARE

'Let us consider how we can spur each other on to love and good works'
Hebrews 10:24